

Carver-Lyon Elementary

2100 Waverly Street
Columbia, South Carolina 29204

Grades	PK-5 Elementary School	
Enrollment	304 Students	
Principal	Dr. Dorothy D. Gallman	803-343-2900
Superintendent	Dr. Allen J. Coles	803-231-7500
Board Chair	Lane Quinn	803-231-7556

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	11	49	33

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 4 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes
2005	Below Average	Good	Yes
2006	Unsatisfactory	Unsatisfactory	No

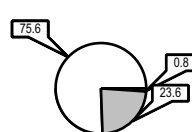
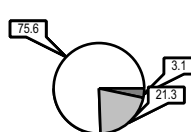
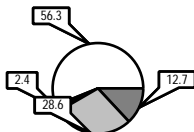
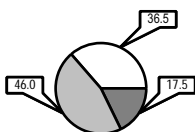
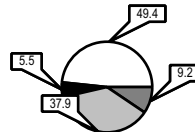
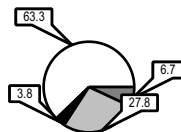
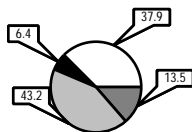
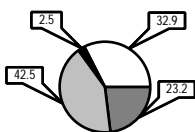
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	149	82.6	38.2	45.1	16.7	0.0	27.5	Yes	No
Gender									
Male	77	79.2	56.0	36.0	8.0	0.0	20.0	N/A	N/A
Female	72	86.1	21.2	53.8	25.0	0.0	34.6	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	149	82.6	38.2	45.1	16.7	0.0	27.5	Yes	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	109	99.1	35.6	45.6	18.9	0.0	30.0	N/A	N/A
Disabled	40	37.5	58.3	41.7	0.0	0.0	8.3	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	149	82.6	38.2	45.1	16.7	0.0	27.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	82.6	38.2	45.1	16.7	0.0	27.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	147	83.0	38.6	44.6	16.8	0.0	26.7	Yes	No
Full-pay meals	2	50.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	149	85.2	51.9	31.1	14.2	2.8	24.5	No	No
Gender									
Male	77	81.8	55.8	32.7	7.7	3.8	13.5	N/A	N/A
Female	72	88.9	48.1	29.6	20.4	1.9	35.2	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	149	85.2	51.9	31.1	14.2	2.8	24.5	No	No
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	109	99.1	48.9	31.1	16.7	3.3	28.9	N/A	N/A
Disabled	40	47.5	68.8	31.3	0.0	0.0	0.0	I/S	No
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	149	85.2	51.9	31.1	14.2	2.8	24.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	85.2	51.9	31.1	14.2	2.8	24.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	147	85.7	52.4	30.5	14.3	2.9	24.8	No	No
Full-pay meals	2	50.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	148	99.3	75.4	21.4	3.2	0.0	3.2
Gender							
Male	77	98.7	81.5	13.8	4.6	0.0	4.6
Female	71	100.0	68.9	29.5	1.6	0.0	1.6
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	148	99.3	75.4	21.4	3.2	0.0	3.2
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	109	99.1	67.8	27.8	4.4	0.0	4.4
Disabled	39	100.0	94.4	5.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	148	99.3	75.4	21.4	3.2	0.0	3.2
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	148	99.3	75.4	21.4	3.2	0.0	3.2
Socio-Economic Status							
Subsidized meals	146	99.3	75.0	21.8	3.2	0.0	3.2
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	148	99.3	75.4	23.8	0.8	0.0	0.8
Gender							
Male	77	98.7	76.9	23.1	0.0	0.0	0.0
Female	71	100.0	73.8	24.6	1.6	0.0	1.6
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	148	99.3	75.4	23.8	0.8	0.0	0.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	109	99.1	71.1	27.8	1.1	0.0	1.1
Disabled	39	100.0	86.1	13.9	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	148	99.3	75.4	23.8	0.8	0.0	0.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	148	99.3	75.4	23.8	0.8	0.0	0.8
Socio-Economic Status							
Subsidized meals	146	99.3	75.0	24.2	0.8	0.0	0.8
Full-pay meals	2	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	51	100.0	31.1	35.6	31.1	2.2	33.3
	4	58	96.6	33.3	47.1	19.6	0.0	19.6
	5	48	100.0	50.0	40.5	9.5	0.0	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	72.2	42.4	39.4	18.2	0.0	18.2
	4	53	84.9	38.9	36.1	25.0	0.0	25.0
	5	42	92.9	33.3	60.6	6.1	0.0	6.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	51	100.0	51.1	37.8	8.9	2.2	11.1
	4	58	96.6	37.3	43.1	7.8	11.8	19.6
	5	48	100.0	47.6	42.9	7.1	2.4	9.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	79.6	70.3	27.0	2.7	0.0	2.7
	4	53	84.9	47.2	25.0	25.0	2.8	27.8
	5	42	92.9	36.4	42.4	15.2	6.1	21.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	51	100.0	66.7	24.4	8.9	0.0	8.9
	4	58	96.6	72.5	21.6	5.9	0.0	5.9
	5	48	100.0	76.2	21.4	0.0	2.4	2.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	53	98.1	78.3	21.7	0.0	0.0	0.0
	4	53	100.0	72.7	22.7	4.5	0.0	4.5
	5	42	100.0	75.0	19.4	5.6	0.0	5.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	51	100.0	55.6	40.0	4.4	0.0	4.4
	4	58	96.6	49.0	37.3	9.8	3.9	13.7
	5	48	100.0	69.0	31.0	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	53	98.1	87.0	13.0	0.0	0.0	0.0
	4	53	100.0	68.2	29.5	2.3	0.0	2.3
	5	42	100.0	69.4	30.6	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 304)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.1%	Down from 2.2%	3.9%	2.8%
Attendance rate	95.6%	Down from 95.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	16.9%	Up from 12.9%	0.4%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	14.2%	Up from 11.6%	0.5%	0.0%
Eligible for gifted and talented	6.4%	Up from 3.6%	3.3%	10.4%
On academic plans	67.4%	N/AV	49.2%	33.6%
On academic probation	53.7%	N/AV	3.0%	1.0%
With disabilities other than speech	10.5%	Up from 7.5%	7.2%	7.5%
Older than usual for grade	0.7%	Down from 1.9%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Up from 0.0%	0.0%	0.0%
Teachers (n= 30)				
Teachers with advanced degrees	60.0%	Up from 46.7%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	4.2%	Up from 3.7%	3.4%	0.0%
Teachers returning from previous year	82.3%	Down from 87.5%	82.3%	87.3%
Teacher attendance rate	95.9%	Up from 95.0%	94.6%	94.9%
Average teacher salary	\$44,327	Up 6.0%	\$41,280	\$42,485
Prof. development days/teacher	12.5 days	Down from 18.9 days	15.4 days	13.3 days
School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	13.2 to 1	Down from 16.6 to 1	16.2 to 1	18.6 to 1
Prime instructional time	87.8%	Down from 89.0%	88.1%	89.7%
Dollars spent per pupil*	\$12,042	Up 16.5%	\$8,015	\$6,557
Percent of expenditures for teacher salaries*	55.4%	Down from 57.6%	59.0%	64.0%
Percent of expenditures for instruction*	65.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	70.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Average	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Carver-Lyon Elementary School is a Title I and SC Reading First school serving a student population of 329 in kindergarten through fifth grades. Centrally located in an urban area, Carver-Lyon has the unique opportunity to be embraced by its community in all aspects of various initiatives to promote academic success. As a result, the central focus of our mission is making a positive and meaningful difference in the lives of our students.

Our primary goal is to address the identified needs of the students, as derived from various informal and formal assessment tools. Being the recipient of the Reading First grant allows the school to focus on promoting literacy, one of the most important goals we have identified to increase academic achievement in all content areas. The grant provides intensive professional development for K-3 teachers and the opportunity for them to apply the knowledge in their classroom instruction using the five research-based components identified for success in reading: phonemic awareness, phonics, vocabulary, fluency and comprehension.

Carver-Lyon is also a recipient of a grant from the SC Math and Science Unit that provides a full-time math coach to implement professional development for math teachers in grades K-5. As a result, there was a significant increase in the Terra Nova math scores for grades two and five.

Operating as a Title I elementary school requires the development of a comprehensive school-wide action plan for increased student achievement by providing the following: additional staffing positions to decrease student/teacher ratio, attainment of continuous professional development for teachers, allocation of a variety of resources and materials to support classroom instruction, and a structured parent involvement policy. The school works in a collaborative manner with the Title I department to provide the most meaningful services and resources to support our students.

Our challenges include increasing the number of students scoring proficient and advanced in core subject content areas on the PACT assessment. The school has designed and implemented several initiatives and strategies to address this challenge.

One of our greatest successes was achieving the prestigious Palmetto Silver Award from the SC Department of Education as a result of our improvement rating on the school report card. Our mission statement focuses on nurturing each of our students by providing lifelong learning and the essential skills to enable him/her to become a productive citizen. Our strong community support is a valuable asset to our school. We have one of the largest lunch-buddy programs in the district. Several communities and businesses supported our many school-wide projects throughout the year by providing incentives for the students and volunteering at the different events. Being a past recipient of the prestigious Red Carpet Award, we take pride in our warm and inviting school climate. Our school fosters a continuous effort to gain academic excellence.

Dr. Dorothy D. Gallman, Principal
Ms. Linda Randall, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	40	19
Percent satisfied with learning environment	93.5%	87.5%	66.7%
Percent satisfied with social and physical environment	96.8%	87.5%	78.9%
Percent satisfied with school-home relations	58.1%	85.0%	73.7%

*Only students at the highest elementary school grade level at this school and their parents were included.